

Volume VI.

APRIL, 1921

Number 1

Modern Language Bulletin

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Published Three Times a Year By The

Modern Language Association of
Southern California

451 NORTH HILL STREET, LOS ANGELES

Subscription Price 50c: Single Copies 15c

Modern Language Bulletin

Official Organ of the M. L. A. S. C.

Vol. VI.

LOS ANGELES, CALIF. APRIL, 1921

No. 1

The Future of the Association

It is now almost a decade since a group of earnest and enthusiastic modern language teachers met together and organized the Modern Language Association of Southern California. Since that time it has passed through many stages of varying fortune, the enthusiasm at times perhaps waning, or the many other and diverse calls on our time being stronger than our professional demands. But again a clarion call should be sounded for a renewal of that original enthusiasm and pride, and such a call should be responded to with alacrity. And why?

In view of the international situation, pregnant with possibilities of good or ill, it may truthfully be said that there was never greater need for a better understanding among nations, for a fuller understanding of the needs and aspirations, the customs and ideas of our fellow men. A study of their languages, though not a panacea, is of undoubted value in satisfying this need. For this reason modern languages are assuming a much greater importance in the curriculum than heretofore. This was expressed in no uncertain manner but a few weeks ago by former Secretary Colby on his return from his South American tour. The days are gone by when we can consider ourselves an isolated unit, sufficient unto ourselves. We are beginning to lose our provincialism and have assumed a leading position in world commerce and politics. In this process of change the teacher of modern languages is a vitally important factor. We must therefore be on the job. We must realise and live up to what is demanded and expected of us. This we can only do by meeting together and working out our common problems harmoniously, by mutually giving and receiving benefits of class-room experience, by showing a spirit of tolerance to the viewpoint of others—in short by evincing a hearty willingness to co-operate effectively. In this way only can we, in our turn, "carry on."

Too much praise cannot be given the Spanish teachers among us for their splendid loyalty and zeal in organizing one of the largest chapters of the American Association of Teachers of Spanish. That the French teachers have less enthusiasm in their work is a thought unthinkable. Consequently, just so long as we continue to have in our midst men and women who can see beyond the end of the eighth or ninth period each day, who are professionally minded and who have a vision of the greatness of the possibilities of their work, just so long is the success of our Modern Language Association assured.

A. B. FORSTER.

Modern Language Assn. of Southern California

A FEW FACTS AS TO ITS HISTORY AND ITS PRESENT ACTIVITIES

The Modern Language Association of Southern California was founded in the fall of 1910, in Los Angeles. It seeks for its membership those who are interested in French, in German, or in Spanish, and who desire to see the study of the foreign languages hold a strong place in American education. Three regular meetings yearly (April, October, December) are held in Los Angeles, or vicinity, conducted in English. Problems which pertain chiefly to one language only are considered in special "Section" meetings, conducted in the given language.

Opportunities for larger and larger service have gradually presented themselves. In April, 1915, it was decided to widen the Association's sphere of usefulness beyond the limited circle of those living near enough to Los Angeles to attend the meetings. The "Bulletin" was established, that it might gather and disseminate material of interest and value to teachers, to students, and to other friends of the Modern Languages. This little journal is to appear three times a year. Subscrip-

tion to it (50 cents per calendar year) entitles one to Associate Membership—without privilege of voting or of holding office. Such membership is open to anyone interested—with the exception that *Modern Language teachers within 35 miles of Los Angeles* are admitted to full membership only, the annual dues for which are \$1.00.

The Association hopes that the Bulletin will prove of use beyond the limits of "Southern California," or even of the big State itself. With naught but the greatest friendliness for similar associations elsewhere, it offers the Bulletin as a means to help strengthen our common interests. It believes that the live teacher, while active in his local organization, will be glad to "give and take" with friends elsewhere.

CARLETON AMES WHEELER.

Spring Meeting

The Spring Meeting of the Modern Language Association of Southern California will be held in the Tajo Building, First and Broadway, April 30. A short business meeting will open the program promptly at 10:30 a. m., after which Mr. André Roeschneider, with a small class of first-year Spanish pupils, will give a demonstration of class teaching. Mr. Roeschneider, who came to Southern California about two years ago from New Orleans, has some startling innovations in methods, amongst others being his policy of no written exercises for homework and his treatment of irregular verbs. The subject of method and class schedule of work is an old one, yet ever new, and it is intensely practical. The Executive Committee decided therefore to finish the morning with a few discussions on these debatable questions, and it is to be hoped that such discussion will prove not only interesting but profitable to all.

Shortly after noon the meeting will adjourn and members of the American Association of Teachers of Spanish will proceed to the Cuernavaca Inn, Seventh and San Francisco St., near Figueroa, where their annual meeting and election of officers will take place. Professor Schulz, with his usual thoughtfulness, has invited the French Teachers also to be present at a special table, and we hope many will avail themselves of this kind offer. The price is \$1.00 per plate. Special music will be provided, and the main speaker will be Señor M. F. Rodríguez, Consul of Honduras, who will choose as his subject: Social Life in Central American Cities. Will all teachers intending to be present kindly advise by postal card Miss Kent, 643 Juanita Ave., Los Angeles, not later than the 27th inst.?

PROGRAM OF THE SPRING MEETING OF THE M. L. A. S. C.

April 30, 1921

Tajo Building, First and Broadway

- 10:30 a.m. Short business meeting.
- 10:45 a.m. Demonstration of Class Teaching, by Mr. André Roeschneider and pupils of Redondo Union High School.
- 11:20 a.m. General discussion of methods and amount of work to be covered each year or semester. Leader, Mr. Y. P. Rothwell, Pomona High School.
- 12:15 p.m. Adjournment for luncheon and Annual Meeting of the American Association of Teachers of Spanish.

M. L. A. Notes

Since the last number of the Bulletin was issued, two meetings of the Modern Language Association have been held; one in October, at the Polytechnic High School, and one in December, at the Ebell Club House.

The October meeting was especially interesting, since we had the pleasure of hearing talks by both Dr. and Mrs. Lowther, who have given such valuable aid to the Association this year. Dr. Lowther spoke on present-day France and told of the opportunities for study and travel now open to American students, picturing for us the quaint towns and people of Southern France. Mrs. Lowther told of her visit to Spain and helped us see delightful San Sebastian with its beautiful beach gay with bright flowers and happy children, gloomy Burgos with its still gloomier cathedral, but its entertaining little beggars, and all the charming features of Spanish life which most of us hope to experience ourselves some day.

The December meeting was the annual meeting and was held in connection with the Feria at the Ebell Club House. The most important business was the election of officers for 1921.

The annual banquet was given at six o'clock and much credit is due the Social Committee for the charming accessories as well as for the banquet itself. Everyone

enjoyed it thoroughly. Dr. Coester, who was the guest of the Association, spoke on his recent trip to South America, and of the great possibilities there, which we of North America are just beginning to realize. Later in the evening Dr. Baumgardt entertained us with a stereopticon lecture on France. The most important event of the December meeting was "The Feria."

Plans are now under way for the April meeting. The new officers hope to make this as helpful and interesting as the other two have been.

NANETTE AIKEN,
Secretary.

The Editor's Uneasy Chair

The recent experiences of the editor have confirmed his belief that an innate and exaggerated modesty resides in the hearts of most teachers of modern languages. He has issued urgent calls for material, and there has been an all too general failure to respond. Our membership shows considerable interest in sustaining the organization, but to have an effective organization of our widespread interests, it seems necessary to send a publication to members, prospective members, associates in the work, friends, and, if we have any who should be converted, enemies of the cause of modern language teaching.

It is the editor's firm belief that all the members want to help in the matter of the "Bulletin," but the aforesaid modesty prevents most of them from rushing into print. Granting that these things are so, and that each member has a share of obligation toward our publication, the question arises, how best can this obligation be discharged? The editor thinks he sees a simple way of giving each institution where modern foreign languages are taught an opportunity of being represented in the "Bulletin." The department heads are in the best position to get the material that we need; why should they not supply most of it? There is no one except the heads to object to this proposition. In fact, the other members of a department would be more than willing to remind a head of his responsibility and insist that he uphold the honor of their institution. Thus the heads would be obliged to sacrifice their own innate and exaggerated modesty and produce the goods. In this way we should have everybody working earnestly for the general good and the common cause. This motion having been almost unanimously carried, notice is hereby served on the department heads that their honor is at stake and that it can be vindicated only by starting early and coming through with some material for our next "Bulletin."

French Lectures

It is with great pleasure that we announce a series of three French lectures to be given on Saturday mornings at 11 a. m. in the Tajo Building, First and Broadway, by Professor J. H. Saint-Jean, of the French Department of the University of Southern California. Our Spanish teachers have been very fortunate in having had the opportunity of listening to several very interesting and practical talks by Professor DeSetién and Dr. Whilar. When the matter was broached to Professor Saint-Jean, he immediately volunteered to give those interested in French a similar opportunity, and we are grateful to him for his ready response. We feel sure that a very large number will be present, for we know many have already been looking forward for some time to such a series with great keenness.

The dates and subjects are:

May 7—*But de l'art dans la littérature française contemporaine.*

May 21—*Quelques tendances de la littérature française d'avant-guerre.*

June 4—*Evolution de la littérature française au XIXe siècle.*

Gratos Recuerdos de Célebres Españoles por Frederick E. Beckman, Ph. D.

Se escribe tanto sobre cosas de España, el país, el arte, la literatura, las costumbres que sería difícil decir algo nuevo. Lo que sí interesa siempre es aprender algo de la vida privada de personajes célebres conocidos de todos los que saben de literatura y arte españolas. Para mí era un encanto muy grande echar una mirada en la existencia de personas que gozan de cierta reputación y fama en este mundo.

Era mi privilegio encontrar a unos Españoles interesantísimos, o por casualidad o por los buenos oficios de amigos.

Tuve la suerte de hallarme un día en el mismo compartimiento del tren de Sarriá a Barcelona con Pompeyo Gener, célebre novelista, hombre guapo, gallardo y afable.

Me dirigió la palabra en seguida, ofreciéndome un cigarrillo, y al llegar a Barcelona éramos amigos. Me convidió a cenar con él en el Círculo Ateneo, célebre club de Barcelona. Su conversación era fascinadora, sus maneras y modales tan finos. Me presentó a mucha gente durante mi temporada en la bella ciudad y me dió cartas para unos amigos suyos en Sevilla, Granada y Madrid. Contarle que viajaba yo en España para estudiar el idioma y las costumbres de su patria bastó para darle confianza y ganar no solo su interés sino verdadera amistad. ¡Qué hombre más simpático y bueno a pesar de ser tan gran personaje!

No menos amable para conmigo estaba el Señor Don Antonio Rubio y Lluch, catedrático de la Universidad de Barcelona. Como traía yo carta de Arturo Farinelli, me recibió con los brazos abiertos, me ofreció el uso de su famosa biblioteca, me mostró la Universidad, tratándome con franqueza y cariño. Casi, casi estaba ciego en ese tiempo, pero con todo eso tan amable y hospitalario! Esperaba recobrar la vista, sufriendo una operación y volver a su amada Grecia.

No hablaré de los Sevillanos y Granadinos para pasar un rato más largo con los Madrileños más conocidos.

Allí formaban todo un grupo los catedráticos, literatos y artistas que encontré en casa del Señor Francisco Giner de los Ríos. ¡Quién no conocería a Don Francisco en todo Madrid, quién no se acordaría de él ahora mismo!

Nunca olvidaré la buena recepción tan franca y cordial que me dió en su casa del Paseo del Obelisco. Como era soltero, vivía con sus íntimos amigos los señores Cossío. El Señor Don Manuel Cossío, gran crítico y célebre catedrático y su hermosa esposa eran como hijos de Don Francisco. ¡Qué familia más armoniosa, que casa más hospitalaria y simpática! Todas las tardes a eso de las cinco se reunieron gran número de literatos, pintores, escritores, políticos en aquella casa inolvidable.

Giner de los Ríos los trato con tanta franqueza, tanto cariño, era tan modesto que daba gozo y contento a cada uno. Allí pasaban todas las celebridades de España y del extranjero que estaban de viaje en Madrid. Allí vinieron a pedir buenos consejos los jóvenes y los viejos, allí se discutían todas las grandes cuestiones del día. Esos amables Señores tuvieron tiempo para todos, daban valor y aliento nuevo al timido, reían y bromearon con los fuertes, ayudaban a los que pedían auxilio, procuraban colocaciones a los que las necesitaban, escribían cartas de recomendación, presentaban las personas y arreglaban mil cosas diferentes. Allí conocí al Señor Don Pedro Blanco y Suárez, joven guapo y moreno, gran favorito de Don Francisco y los Cossío. Enseñaba el Señor Blanco en el Instituto de Libre Enseñanza, obra de caridad de esos Señores donde los niños de padres muy pobres recibían una excelente educación. Todas esas personas se fueron al campo los domingos como no solamente gozaban de la madre naturaleza, sino les gustó mucho observar la gente de todas las clases sociales. En esos piqueniques, participaron muchos estudiantes, hombres y mujeres de la Universidad de Madrid, grandes artistas, gentes interesantes todas, más o menos pobres la mayoría, creo. ¡Nunca, nunca se habló de dinero! Allí comíamos la merienda que había traído cada cual, mirando a los típicos Madrileños que cantaban y bailaban, divirtiéndose allí en la pradera o a la sombra de un pino o roble. Algunas veces nos fuimos muy lejos: A Guadalajara, al Palacio del Pardo, al Escorial, aún a Toledo, quedándonos varios días. Entonces el Señor Cossío era nuestro guía, nos explicaba todo lo que había de arte, arquitectura, pintura, historia. Nada, nada escapó a él, verdadero pozo de sabiduría. Unos días en su grata compañía representaban todo un curso o más en la Universidad. Con todo eso es tan modesto que da vergüenza, es un clásico, Griego puro de los tiempos pasados.

Un día me fui a visitar al Señor Don Marcelino Menéndez y Pelayo, grande lumbra de literatura, crítico más célebre de toda España. Traía yo cartas de Arturo Farinelli y Pompeyo Gener, pero con todo eso daba fuertes latidos mi pobre corazón cuando llamé a la puerta de la magnífica casa en la calle de León. Me abrió un criado muy digno, y algunos minutos después me hallé en presencia del gran hombre cuyas obras había leído en las bibliotecas de Chicago durante tantos años. Tenía miedo, verdad, amigos; pero pronto se desvaneció ante la sonrisa tan bondadosa, esos modales tan frances y elegantes, esa acogida tan cordial. No me atreví a hablarle en español, hablé francés y él me respondió en el mismo idioma. En pocos minutos, sentados los dos en el sofá, estábamos hablando de libros, de Francia, de Alemania, de la guerra, de personas, en fin de todo lo que hay, como nunca se acaba la conversación entre gente bien educada.

Muchas veces se levantó, se fué directamente a ese o aquel estante, sacó un libro, me leyó un pasaje, un romance, un poema, cualquier cosa. En un abrir y cerrar los ojos puso el dedo en una obra cualquiera. Ya quería marcharme cuando entró un joven muy elegante de cara inteligente y espiritual, ojos grandiosos, voz agradable,

persona simpática, digámoslo de una vez. Menéndez y Pelayo le dió un abrazo paternal y me lo presentó: Ramón Menéndez Pidal.

Qué gusto para mí el de conocer en un mismo día dos hombres tan afamados, los representantes más célebres de la vida intelectual española. Me quedé, no me recuerdo cuánto tiempo, como se servían refrescos y hablábamos de todo lo que hay en este mundo. Insistieron que hablásemos español para darme práctica. Menéndez Pidal ofreció traerme a casa de su tío, el marqués Pidal y Mon, para mostrarme el original Poema del Cid que es propiedad de ese señor.

Eso lo hizo, en efecto, al día siguiente, y nunca cesó de ayudarme en mis estudios, de estar amable para conmigo a pesar de sus muchas y varias ocupaciones.

Menéndez y Pelayo quiso persuadirme que me fuese a Santander durante mis vacaciones, y ofreció poner su biblioteca entera a mi disposición. ¿Dónde en el mundo se encuentran hombres tan afables, tan hospitalarios, tan modestos como esos hombres de España?

¡Nada de orgullo, nada de snobbishness! ¡Ojalá pudiéramos seguir su buen ejemplo e introducir en todos los países del globo esas cualidades tan excelentes que constituyen la verdadera grandeza española!

"Je ne comprends pas"

Chaque fois que quelqu'un dit "Je ne comprends pas," ces mots me rappellent mon arrivée en France en 1894. Ces mots ont pour moi une signification double. Ils sont l'écho d'un cauchemar d'enfance.

Depuis longtemps déjà je tourmentais mes parents pour quitter Londres et retourner en Amérique. Et quand le grand jour vint avec sa promesse, je dansais de joie. Quelle ivresse, quel plaisir! Comme je t'aimais, Amérique, Amérique des histoires du crépuscule!

Après deux ou trois heures de mer, lorsque quelques voyageurs criaient "Terre, terre," j'étais en train d'inquiéter un des marins pour une cabine. Lorsque nous débarquons, quelle déception cruelle! En quatre heures nous sommes à Paris. Je ne comprends pas.

D'un balcon de notre hôtel à Paris, je contemple pour la première fois un panorama nouveau: une ville immense épinglee de la Tour Eiffel et traversée par une tortueuse rivière coupée de ponts. C'était différent et inattendu. Mon cœur se gonfle de larmes et avec une sincère amertume je m'écrie "Je ne comprends pas, je ne comprends pas."

Les gens parlaient une langue sauvage. Ce n'était pas l'anglais. Ce pays ne pouvait pas être mon Amérique; je ne comprenais pas. Aux carrefours et dans les grandes rues une foule affolée qui criait, chantait, poussait et dansait sur les trottoirs et au milieu de la rue. Elle lançait des serpentins, des confetti, et me chatouillait des pompons,—et, ne voulant être amusé, je pleurais en répétant de temps à autre, "Je ne comprends pas, je ne comprends pas."

Un monsieur arriva à l'hôtel pour m'emmener. Je devais aller à une école. Quoi! quitter mes parents dans ce pays sauvage, aller avec ce drôle de petit bon' homme.. Non, non, pourquoi une telle punition? Je ne comprenais pas.

Enfin, arrivé dans la banlieu devant l'école, je me révolte. On me porte de force. Deux cents gamins en blouse sont rangés derrière la grille. Ils veulent voir "le petit Américain." Je ne comprends pas, je crois qu'ils se moquent de moi et je m'échappe des professeurs qui me tenaient.

Je m'élançai seul contre les deux cents élèves. Je les frappe, je les griffe, je les mords. Je donne des coups de poing et des coups de pied à droite et à gauche. Tout le monde s'en mêle. On frappe n'importe qui. On roule les uns sur les autres. Je ne sais pas combien furent blessés.

En ouvrant mes yeux, le lendemain, je me trouve dans le vingtième lit du grand dortoir, où je devais dormir sept longues années. D'une voix étouffée je sanglotais sous mes couvertures, "Mother, mother, where am I. I do not understand." Ainsi, au lieu d'aller en Amérique, j'étais arrivé à Paris le quatorze juillet—la fête nationale était en plein.

Mes amis, si vous ne comprenez pas, remuez seulement la tête, comme l'âne, mais ne me dites pas ces mots funestes, "Je ne comprends pas."

SIGURD RUSSELL, Los Angeles High School.

Items

On the 16th of February Miss Ottlie Stechert, assisted by the Girls' League of the Whittier High School, entertained the student body by presenting a French program. The chief part of the entertainment was "La surprise d'Isidore," a very amusing comedy. The numbers preceding this were: "La Marseillaise," played by the orchestra; "Obstination," sung by Irene Scott; "Madelon," given by the orchestra, after a few words of introduction to this famous song spoken by Mr. Miller, a member of the Rainbow Division and a veteran of the world war; "Le Rosaire" and "Berceuse," from Jocelyn, sung by Rhena Pellerin.

For speeding up and improving translations of Spanish into English I sometimes use a double contest. "First," I say, "let us see who writes seven of the exercises on page — in the least time." Here are the results of one test: Winner, four minutes; four students between five and six minutes; four between six and seven; four between seven and eight. At this point I called time. The contest for accuracy was started by the pupils' exchanging papers. I read the translation and they marked the errors. The results were: The winner made two errors; two seconds made three; four thirds made four. The exercise used was pag 82 of Crawford's "First Book in Spanish."

Y. P. ROTHWELL,
Pomona High School.

Miss Mary B. Dozier, of Sentous Junior High School, writes of "tertulias" attended by all of the school's Spanish teachers and classes. In turn, the different Spanish classes entertain the others. Spanish songs and games, a playlet and letters from Bolivia composed the first of these monthly entertainments. The April program includes radiopticon views of South America, and the singing of Spanish national songs. The third entertainment will be partly on the phonograph, and the fourth will be an exhibit of Mexican and South American curios and the handwork of the classes.

The three double records prepared by the Victor Talking-Machine Company for our soldiers' use are good for French classes, as their subject matter is practical and not especially military. On these records the sentences and phrases are each given in English and then in French; the words are clearly spoken and the pronunciation of the French is good.

At Lincoln we find it helpful to the students to make use of French and Spanish newspapers. Among the best are two whose publication began last year: "Le Petit Journal" and "El Eco," both published by Doubleday, Page & Company, Garden City, N. Y. There are sixteen numbers a year, and the price is a dollar and fifty cents. Two pamphlets of great merit are the rather well-known "Le Monde Français" and "El Panorama," published by the Francis W. Parker Press, of Chicago. Their cost is twenty cents a copy.

Have you ever used such color-pictures as those found in "Blanco y Negro" to decorate your schoolroom? Miss Roalfe, of Lincoln, has mounted these color-pictures, placed them over the blackboards, and supported them by fine wires stretched in front. The effect is delightfully Spanish. Why stack up the color-pictures with your old copies of "Blanco y Negro" in the library store-room for the benefit of spiders and mice?

Miss Alice Hindson, of Polytechnic High, and Miss Mabel Gilbert, of Boyle Heights Junior High, are about to start on a trip to Europe. They expect to spend several months in France and Spain, and to visit other countries.

The conferences given by Professor Morales de Setién in the Tajo Building on alternate Monday afternoons need no recommendation. The teachers of Spanish who are unable to attend are missing a real treat.

Professor Wm. G. Bell, head of the Romance Language Department at Occidental, is organizing and will conduct a party this summer under the business management of the "Temple Tours." The date of starting is June 30; of returning, September 5. The party will visit England, Holland, France, Switzerland and Italy, returning from Naples by steamer. We are sure, from our acquaintance with Professor Bell, that anyone who enrolls in his party will enjoy a profitable and pleasant trip.

Modern Language Association of Southern California

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The following periodicals may be obtained for a reduced price through Mr. C. Scott Williams, of Hollywood High School: Modern Language Journal (October-May) to M. L. A. S. C. members, \$1.75; Modern Languages (England) to M. L. A. S. C. members, 6 shillings for the six numbers.

Professor Lawrence M. Riddle, formerly of U. S. C., is now a member of the Romance Faculty of the Johns Hopkins University. He is also working on his doctorate, which he will have about completed by June. He speaks in the highest terms of the head of the Romance Department, Professor H. Carrington Lancaster, a scholar of international fame. Professor Riddle expects to remain at Johns Hopkins until the summer of 1922. In the letter in which he gives us the above information, Professor Riddle tells us that Professor Bissell, also of U. S. C., intends to remain in Europe for another year.

Dr. Augustin T. Whilar, formerly at the head of the educational system of Peru, has established this year in Los Angeles the "Instituto Preparatorio Pan-American," in which excellent opportunities are offered for the pre-college training of Central and South American youth desirous of taking their college training in the United States.

Dr. Whilar has kindly given talks and illustrated lectures on Peru before groups of our teachers and before various classes in our high schools. His wide experience in education and his very extensive studies in the Spanish language and its provincial variations, together with his most friendly attitude toward all students of Spanish, make him a most welcome addition to our circle of Spanish teachers.

In the absence of Mrs. de Whenthoff on a southern trip, Dr. Whilar has taken over her language studio in the Chamber of Commerce Building.

Dr. Whilar will be available this summer for a small class in Spanish conversation made up of teachers desiring not only conversational practice, but also a broader knowledge of the history, idiomatic structure, and regional variations of the language. Dr. Whilar is preëminently well equipped to conduct a class of this sort and his presence in Los Angeles at this time offers an exceptional opportunity to our Spanish teachers. For details and terms address 451 North Hill St., Los Angeles.

Book Reviews

Grammaire Française, by E. B. de Sauzé and Harriet M. True. The John C. Winston Company. pp VIII, 279.

Such a book immediately raises the vexed question of the value of teaching grammar in the foreign tongue or the vernacular, and will probably appeal only to whole-hearted advocates of the direct method. However, it may be said unreservedly that all teachers of French would be stimulated by the perusal of such a book, and a goodly number modify their views on the practicability of teaching grammar in French. Intended for teachers who have been using de Sauzé's *Cours Pratique*, or some of the first-year books giving rules in French, such as *Le Premier Livre de Méritas*, it is essentially practical and clear, and quite sufficient for second or third year students in high school. There is a very useful appendix, in which certain verbs of frequent occurrence are listed and differentiated. Altogether the book is of a most pleasing appearance and the typography excellent. Though it cannot (nor is it intended to) take the place of the more complete reference grammars, such as Fraser & Squair's "Complete French Course," or R. T. Holbrook's "Living French," it is an excellent book for use in classes where the attempt is seriously made to have the foreign language spoken with any degree of persistency and fluency.

A First French Course, by Louis A. Roux. Illustrations by George H. Whitney. The MacMillan Company. pp XIV, 304.

The author of this new first-year French book is an advocate of the direct method in a modified form, many devices being introduced in the book to make it possible to use French in the class from the very beginning of the course. The rules and explanations we may note, however, are given in English. Pronunciation is treated fairly thoroughly for a beginners' book, and the symbols of the International Phonetic Association are used. A phonetic transcription is given of lessons 1-12. Grammar is taught inductively, being illustrated in the text, which is the pivot of the whole lesson. Being strictly a first-year book, the subjunctive is not introduced. As the author does not state in his preface whether a second French Course will appear in the near future, a question to be asked by the teacher who considers introducing it is: "How will the book fit in a two, three, or four year course?"

The eleven pen-sketches are scarcely of such a nature as to appeal to the average high school student. Photographic reproductions, it seems to us, are much more advantageous from every point of view, and a map of France is almost a *sine qua non*.

La Classe en Français, par E. Gourio. Houghton-Mifflin Company. pp 273.

A direct method book of the European order, proceeding slowly but thoroughly, and adapted more for classes in junior high schools. One of the outstanding features is the importance given to dictation, a dictée appearing in almost every lesson after the sixth. The following suggested division of a class period may seem somewhat radical to the recitation teacher:

Interrogation or recitation; correction of the task, 12 m. (maximum).

Dictation and correction thereof, 13 m. (maximum).

Explanation of the new lesson, 20 m. (maximum).

The method of using the book, together with a description of direct method exercises, is contained in the author's "The Direct Method of Teaching French," issued by the same publishers. This little book of 160 pages is full of practical advice and cannot fail to give the teacher fresh ideas of vitalizing and making more interesting to the pupil the whole subject of modern languages.

A. B. F.

Three New Spanish Books

"Beginning Spanish," by Professors Espinosa and Allen, has just been published by the American Book Company. On the surface it looks like a twin brother to the same authors' "Elementary Spanish Grammar." Inside there is little family resemblance. Several of the writers' aims are: To produce a Spanish grammar written in Spanish and giving instruction in Spanish; a text-book where formal grammar is reduced to a minimum and where practical exercises of a modern type are found in abundance; a text-book that teaches Spanish from the beginning by conjugating verbs in complete sentences, teaching the pupils to express ideas in Spanish and not mere words.

In putting these resolves into effect, Messrs. Espinosa and Allen appear to have achieved a notable success. The way in which they fulfill their last promise could leave no doubt in anybody's mind that they are men of their word. To some, however, there would seem to be a serious lack in the complete conjugations of verbs in

"Apéndice II"; here no English equivalents are given for the Spanish verb forms. Pages 300 to 303, containing irregular verbs, mark the only part of the book where the print is too fine.

Personal subject pronouns are used from the first. The exposition of grammar in each lesson is followed by a translation of the same. Changes from singular to plural and vice versa, positive and negative answers, filling blanks, especially for verb practice, and a number of other devices are freely used. At intervals there is a "repaso," which consists of a "cuestionario gramatical." After the "repaso" comes a "traducción," an English selection of generous length to be made into Spanish. The book contains a considerable amount of reading and conversational material. It has a double vocabulary, but no word lists in the separate lessons. Twenty-three interesting photographs are distributed through its 50 pages. Three maps follow the last lesson. These are of Spain, Mexico with Central America, and South America.

"*España y la América Española*" (*Bocetos y Cuentos*), is the name of a reader published by the John C. Winston Company. Its editor is Giovanni Terzano, professor of French and Spanish at Ohio University. The second paragraph of the preface makes the statement: "We have included in our reader only selections by some of the greatest Spanish and Spanish-American writers of modern times and we have arranged them, as far as compatible with the general plan of the book, according to the difficulties of the vocabulary and the grammar."

Of the selections, six are from Azorín, two from Pedro Antonio de Alarcón, two from Blasco Ibáñez, both parts of "*Una corrida de toros*"; four from Pérez Galdós, all four being parts of "*La Batalla de Belén*"; seven from Manuel Payno (articles on Mexico); two from Manuel Ugarte, both being parts of "*El Curandero*." The rest are from Luis Taboada, Pardo Bazán, José María de Pereda, Palacio Valdés, Jorge Isaacs and Vicuña MacKenna.

Thrilling episodes abound in the work, as may be seen by some of the titles: "*Una corrida de toros*," "*Una conspiración en Méjico*," "*Una cacería al tigre en los bosques de Colombia*." There are 243 pages of text and illustrations, and 70 pages of vocabulary. Of the 23 illustrations, three are maps of Spain, Mexico with Central America, and South America. After the separate selections are printed exercises, which consist of conversational material, idioms, blanks, translation into Spanish, etc. The book is well made, though it would have a finer look if the paper were whiter. Typographical mistakes are rather numerous in the material which introduces the various selections.

"*Páginas Sudamericanas*," in the "New World Spanish Series," is published by the "World Book Company." Helen Phipps, Instructor in Spanish in the University of Texas, is the editor. The book is largely adapted from bulletins and articles issued by the "Pan-American Union." The author aims to supply material for conversation and composition to classes taught by the direct method, or reading material for classes taught by the indirect. The vocabulary is not quite complete, as the author states, but this fact would probably cause little or no inconvenience in this work, as it is intended to omit only familiar words and those whose meaning is easily grasped from their similarity to the English or to other Spanish words given. The text, with exercises, fills about 185 pages; the vocabulary, about 23. The book contains four chapters on Ecuador, three on Peru, three on Bolivia, and three on Chile, in the first part. The chapters of the second part are divided thus: Argentina, 3; Paraguay, 3; Uruguay, 3. Part three, Brazil, four articles. Part four, three articles on Venezuela and two on Colombia. The material deals chiefly with geography, history, education and products. A "cuestionario" of about a page follows almost every chapter. An "ejercicio de composición" is called for in two or three cases. A map of South America and a large number of photographic illustrations appear in the book.

B. C. B.

We are following the same course in our educational requirements, at least approximating the same, as that which history tells us was in vogue during the decay of learning in the luxurious and degenerate days of the later Roman Empire. Short compendiums of knowledge, lists of facts to be memorized which real students in sterner times had gathered by real brain sweat. Entertainments and pre-digested mental pabulum. Everything made easy. Soon almost any mediocre or hardly intelligent individual will be able to acquire the graduation certificates of both secondary school and college.

From Peru

The following letter is from Miss Ruth Henry, who is now teaching in a Peruvian school:

Casilla 123, Callao, Perú, February 23, 1921.

I told you, I think, that the papers and cards you sent came about the middle of January, too late to give to my third-grade boys. They would have appreciated the Christmas post-cards. But I shall be altogether frank with you, so you won't bother again. The American papers, printed matter, etc., do not have anything like the same interest for children here that foreign things have for the children of the U. S. You see, in our English schools here most of the text-books are from our country and all the stuff here, anyway, is imported from foreign countries, so it all has no novelty for the children. The very progressive ones were interested in letters from U. S. children, but beyond that "foreign" things have no distinct appeal.

If I had cashed your \$25 a few days ago I'd have gotten grand exchange. It was, I thought, rather good when I made the exchange. They gave me 60 soles and 10 centavos, instead of the 50 soles of the exchange at par. They always pay us teachers our salary at par and we get no benefit of the exchange, alas. It does, to be sure, safeguard us in case of a drop, only our gold never goes down in value, I guess.

I feel rather anxious about how to spend that \$60, as things are so criminally high here I fear you won't believe you get your money's worth. I ought to have warned you about prices here. Everything but sugar, nearly, is twice as high as at home. I'll do my best for you, however, and will send some post-cards, a few books, and some music and kodak views to you by mail. And perhaps a couple of H. S. annuals. I think you won't have to pay any duty on those. Then I'll try to get a few mate cups, perhaps a small rug and a few curios.

I have not moved to Callao yet, as the term opens the second week of March. I rather hate to acknowledge it, after my vigorous attacks on Lima, but now that I have such a fine room and better board here I've begun to love the dirty, old, inefficient, picturesque, queer city. Callao is far dirtier and shabbier, but, though only eight miles away by street-car, it has a better climate, fewer mosquitoes, and no stinging gnats—just fleas. And we are becoming immune to them. Most people do after a few months.

The hot tropical sun blazes at us only from 10 a. m. till 3:30 p. m., and nights are cool. I think the summer is nearly over now. Anyway, my jolly vacation is about over. I've had a wondrous time.

We went out to a Peruvian grape finca the other day for a picnic. The host was a magnificent type of a Peruvian, big, generous and progressive. He has four sons in California. One in the Polytechnic High School of Los Angeles, one in U. S. C. and two others studying elsewhere. He speaks no English, but all his children do. They served us a Peruvian luxury, duck and rice, and we ate under a huge guava tree. I enjoyed the meal, even if I had had a glimpse of the kitchen and seen the wild negress cook wash the rice in the muddy *acequia*. We are getting more than hardened.

This finca was about 20 miles from Lima at Santa Clara, where we traveled from the railroad station on a private street-car line, on a truck hauled by a fat mule. We felt many vibrations. The country has marvelous agricultural possibilities. Cotton and sugar cane grow huge and both a sugar factory and a cotton fábrica are near. Then the fruits grow without much care—peaches, pears, guavas, chirimoyas, figs and grapes! The vineyard which we saw on our paseito after lunch must be a century old, at least, and grows wild over the mountainside cliffs and the ruins of an ancient Indian pueblo.

Why not a partial return to the examination system in the West? Quarterly standard tests on minimum requirements for first and second year language classes, carrying a weight of one-third to average in with daily work and teacher's estimate. We must be stricter, yet not severe enough to discourage. We must make the certificate of promotion mean more to the student, by making our requirements exacting enough to command his and our own pride and respect.

H. C. T.

Commercial Spanish

Of course, every one who knows Spanish knows that there is no such thing as Commercial Spanish. Those outside the pale may have the notion that the Spanish used in business in Hispano-America is something like the Pigeon English used in Canton, China. Or they may imagine it a very simple matter to make out an invoice or answer a request for samples without much reference to the intricacies of Spanish grammar. People of this sort, however, are fast disappearing.

The things that should be taught in a course of preparation for commercial relations with Spanish-American peoples are rather hard to classify. I shall simply hint at some of them.

Perhaps the first thing to be learned is geography. An American calling recently at the Colombian consulate in this city wanted to know, among other things, of what nation was Colombia a province, or did they have some sort of government of their own. Again, if you wanted to go from Los Angeles to Montevideo, would the cheapest route be the cheapest, etc.?

There is a very definite need for a careful study of Spanish commercial correspondence. One of the things the ordinary American would learn in such a study would be the value of unfailing politeness. And when he goes abroad he will find that his success in business will depend almost wholly on the thoroughness with which he learns this lesson. It may be necessary also for him to learn to smoke cigarettes. The offering of tobacco and the sharing of a smoke at the right psychological moment in the closing of a deal is the very consummation of art which many fail to master. The manager of a large exporting house, in commenting on the relative worth of salesmen, said that if he had to choose between the man who knew his goods and the man who knew the language and manners of his South American customer, he would certainly choose the latter.

However, the knowledge of Spanish alone is not sufficient. The American business man going anywhere south of the Rio Bravo will find the German, the Belgian, the Spaniard, the Italian, and perhaps the Armenian, on the ground before him, all very keen, and all perfectly familiar with all the ins and outs of the export trade. He will have to overcome a rather strong prejudice against the American, for many of his predecessors have failed to make good, have been dishonest, or careless, or too much in a hurry to establish a lasting reputation.

A friend of mine recently returned from Mexico City said the hotels were crowded with men with money looking for prospective big deals. They are of all nationalities. Another friend returning from the west coast of South America said that there is a large element of foreigners drifting from port to port, all looking for work and many of them hard up and willing to work for less than they could earn at home. He also said that many merchant ships are laying off or are sailing elsewhere because there is very little freight coming north and a one-way business does not pay. Undoubtedly there are many opportunities for investment there, as any one of the South American consuls residing in this city will tell you glowingly, but it is going to take a long time to develop them. It is also going to take a long time for the commercial traveler and the American exporter to learn how to do business with our neighbors on the south.

C. SCOTT WILLIAMS.

Tid-Bits

Fixing the persons of the future tense in Spanish: "Remember that it's Ray! for me, Rah! for you, and Rah! for the other fellow." Ré-Rá-Rá—See?

"Tomás, ¿Cuál es el futuro del verbo inglés 'Can'?"

"El futuro de 'Can' es shall can."

¿"Cuál es el futuro de 'robar'?"

"El futuro de 'robar' es ir a la 'cárcel'."

H. C. T.